SWRK2001 – Social Work Theory and Practice
Course Outline
Semester 1 – 2010

Course Co-ordinator: Dara Sampson
Room: W230
Ph: 49212085
Fax: 49216933
Email: Dara.Sampson@newcastle.edu.au
Consultation hours: Tuesdays 1.30 – 3:30 pm

Lecturer: Val Clark
Room: W229
Ph: 49215396
Fax: 49216933
Email: Val.Clark@newcastle.edu.au
Consultation hours: Mondays 1-3 pm

Brief Course Description
This course examines some essential knowledge for Social Work. A number of social work theories are covered, including their practical implications. Three of the social work methods (groupwork, community work and research) are worked with in detail. The course also includes an in-depth focus on critical thinking and a number of current social issues.

Contact Hours
Workshops for 8 Hours per week for the full semester
Small group workshops for 2 Hours per week for the full semester

Learning Materials/Texts
There are no prescribed texts for either this course or for SWRK2006 in Semester 2. Students are expected to read widely from books, journals, and information available via the internet. A large amount of social work literature is available in the University libraries. Some journal articles and other documents will also be loaded on to the SWRK2001 Blackboard site.

Whilst, with a few exceptions, you are not required to purchase text books as part of the Bachelor of
Course Outline Issued and Correct as at: Week 1, Semester 1 - 2010

CTS Download Date: 10 February 2010
Social Work program, you are encouraged to begin building a professional library by purchasing some of the recommended books in the course of the degree as this is an important resource for social workers. Following is a list of books that have been recommended.

These are general social work books that will be useful references for a range of university assignments in second year, as well as being important resources for your future professional life. They are listed as a guide to beginning your reading to achieve the learning goals for the whole of second year of the social work program.

Books


**Journals**

Much of the literature relevant to the topics we will cover in SWRK 2001 is in journal articles. Journals are extremely useful for locating up-to-date, reliable research and information on particular topics. Journals can be found using library databases (where you can search multiple journals simultaneously) or through NEWCAT. It is important you look at some of the relevant journals such as:

- Australian Social Work (and other overseas social work journals, such as Social Work, The British Journal of Social Work, and Canadian Social Work)
- Social Work with Groups
- Families in Society
- Child and Adolescent Social Work
- Australian Journal of Social Issues
- Community Development Journal
- Rural Society
- Health and Social Work

The fields of practice we will focus on across the two semesters in 2nd year include drug and alcohol, care and protection of children, disability, chronic illness, grief and loss, and mental health. The following books and films, which are readily available, may be valuable and interesting reading and viewing. If you have read any books or seen any films that have made the experience of addiction, child abuse, illness, or disability particularly real for you, please suggest them to us so that we can add them to the list.
Films
A Circle of Children  Amy  An Angel At My Table  Angel Baby
Annie's Coming Out  Awakening  Benny and Joon  Best Boy
Birdy  Bill  Bill on His Own  The Acorn People
Children of a Lesser God  Crazy Moon  Dance Me To My Song  The Miracle Worker
David and Lisa  Elephant Man  Dominick and Eugene  Trainspotting
Gaby - A True Story  I Am Sam  Little Man Tate  The Stone Boy
I Never Promised You a Rose Garden  Lorenzo's Oil  The Other Sister
Lovey  Mask  My Left Foot  The Station Agent
One Flew Over the Cuckoo's Nest  Ordinary People  Proof
Rain Man  Sling Blade  Searching for Bobby Fischer
Struck By Lightning  Sylvia

Novels and autobiographies

Course Objectives
The overarching theme in second year is the locus and process of change in which social workers are involved: interpersonal, community, organisational and societal; and the social work roles entailed. There are 16 interconnected learning goals that cover social work values, self awareness, communication skills, ethical and professional practice, assessment and intervention, working with others/teamwork, rural/remote practice, research and inquiry skills, policy analysis and critical thinking.

Social workers may be engaged in working for change at the personal, interpersonal, community, organisational or societal levels, but this change is always based on social work’s value to achieve greater social justice. The theme of SWRK2001 is social change with an introduction to the main methods by which social workers set out to achieve change: research, social policy, social group work, community work and social casework. The learning material focuses on understanding the roles of theory and ethics in social work practice, as well as further developing critical reasoning,
interpersonal and research skills. SWRK2001 builds on first year learning about structural inequality in society, as well as skills in researching subject areas and working as a group.

The learning objectives for SWRK2001 are that students will demonstrate:

**Social Work Values**
- An understanding of social work values, including social justice, respect and equality, and a capacity to apply these to practice examples.

**Self Awareness**
- Have an ability to explore their own values and beliefs in relation to an analysis of practice situations
- Enhance personal growth for professional practice and clarify the choice of social work as a career.

**Communication Skills, Working with Others and Teamwork**
- An enhanced ability to work as part of a team and to produce work both independently and as part of a group.
- Writing skills for a range of purposes, audiences and organisational contexts in social work practice. This will include observation of relevant legal or statutory requirements.
- An ability to effectively use feedback as a learning tool. This includes developing the skill of giving honest feedback, processing feedback received and dealing constructively with feelings aroused by feedback.

**Ethical and Professional Practice**
- Knowledge of and commitment to the AASW Code of Ethics, and exploration of ethical debate. This includes an awareness of ethical issues in decision-making in practice situations and the capacity to identify and discuss the ethical complexities of practice.

**Assessment, Intervention, Problem Solving**
- A critical perspective about the impact of dominant ideologies on different sectors of Australian society.
- A critical application of theory to practice.
- Increased ability to apply knowledge of group dynamics and a beginning understanding of the role of group work in social work practice.
- Knowledge of community work theory and skills, and a beginning capacity to apply this knowledge to the situations encountered by social workers. This will include an understanding of the issues of rural and remote communities.

**Research and Inquiry Skills**
- Competence in information seeking skills and a capacity for reviewing relevant literature.
- Further development of critical thinking and reflective skills.

**Policy Analysis**
- An understanding of how policy is developed, the application of theory to policy development, and the role of policy in achieving social justice goals.

**Course Content**
SWRK2001 examines some essential knowledge for Social Work. A number of social work theories are covered including their practice implications. Three of the social work methods groupwork, community work and research are worked with in detail. The course also includes an
in-depth focus on critical thinking and a number of current social issues. The course is structured in two learning units. Learning Unit 1 comprises Community Work and Addictions, whilst Learning Unit 2 explores Care and Protection of Children. Groupwork theory and process will be a feature of both units, as will research and critical thinking. Learning Unit 1 will commence from Week 1 and conclude after the first class in Week 6. Learning Unit 2 will commence from the second class in Week 6 and conclude in Week 13.

Assessment Items

As each assessment task addresses different learning objectives in the course, all assessment items must be submitted/attempted to successfully pass this course. All assessment items are described in detail in the Learning Unit Outlines.

<table>
<thead>
<tr>
<th>Written Assignment</th>
<th>Worth 20% Due: 5 PM Friday 9th April 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Unit 1</td>
<td>SUBMIT TO STUDENT HUB WITH UNIVERSITY COVERSHEET The task relates directly to the learning unit and involves completing a task a social worker would be expected to undertake in practice.</td>
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</tbody>
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<tr>
<th>Written Assignment</th>
<th>Worth 30% Due: 5 PM Friday 30th April 2010</th>
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<tbody>
<tr>
<td>Learning Unit 1</td>
<td>SUBMIT TO STUDENT HUB WITH UNIVERSITY COVERSHEET The task relates directly to the learning unit and involves completing a task a social worker would be expected to undertake in practice.</td>
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<tr>
<th>Written Assignment</th>
<th>Worth 50% Due: 5 PM Friday 4th June 2010</th>
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<tbody>
<tr>
<td>Learning Unit 2</td>
<td>SUBMIT TO STUDENT HUB WITH UNIVERSITY COVERSHEET The task relates directly to the learning unit and involves completing a task a social worker would be expected to undertake in practice.</td>
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</table>

| Presentations - Group | Projects/Group tasks - There are group assessment tasks in this course that are designed to demonstrate satisfactory achievement of stated learning objectives. Students must successfully complete these assessment tasks to pass the course. These tasks are graded as satisfactory or unsatisfactory. |

Assumed Knowledge

SOCA1010, SOCA1020, PSYC1010, PSYC1020 and SWRK1001 and SWRK1002 or SWRK1010A and SWRK1010B. Concurrent completion of SWRK2003.

Callaghan Campus Timetable

SWRK2001
SOCIAL WORK THEORY & PRACTICE I

| Enquiries: School of Humanities and Social Science |
| Semester 1 - 2010 |
| Workshop | Wednesday | 9:00 - 12:00 | W301A | Wks 1-13 |
| Workshop | Thursday | 9:00 - 12:00 | W301A | Wks 1-13 |
| Small group | Thursday | 13:00 - 15:00 | MCG25, MCLG16B, MCLG34, W203, W219, W326 | Wks 1 – 5, 7-13 |
| Workshop | | | W301A | Wk 6 only |

Mandatory Program Component

This course is a mandatory program component. Refer - http://www.newcastle.edu.au/policylibrary/000647.html (section 2).

Essential Criteria in Assessment

This course contains compulsory components or assessment items that must be satisfactorily completed in order for a student to receive a pass mark or better for the course. These essential elements are described in the CTS. Refer - http://www.newcastle.edu.au/policylibrary/000648.html
As each assessment task addresses different learning objectives in the course, all individual assessment items must be submitted/attempted to successfully pass this course.

Projects/Group tasks - There are group assessment tasks in this course that are designed to demonstrate satisfactory achievement of stated learning objectives. Students must successfully complete these assessment tasks to pass the course. These tasks are graded as satisfactory or unsatisfactory. Students have an opportunity to resubmit tasks graded initially as unsatisfactory.

**Group Work**


All group assessment tasks in this course are graded as satisfactory or unsatisfactory. Groups that do not obtain a satisfactory result will be required to submit additional work as directed by the course coordinator.

The ability to work effectively in small groups and teams is an important aspect of professional social work practice. Small group assessment tasks are thus a fundamental component of your learning throughout the Bachelor of Social Work program.

**The Thursday afternoon class time is set aside for small groups to work on the allocated group tasks.** All students are required to attend and participate in the completion of group tasks in order to pass the course. Groups may organise additional group meeting times outside of class times. A group discussion board will also be established for each small group on the online Blackboard site.

Groups are expected to work cooperatively in deciding how to approach each task and how work will be distributed and managed between group members. Some time will be spent in the first group meeting discussing group expectations and negotiating an agreement on how the group can work effectively together. Group members are to take responsibility for developing strategies for managing group processes and addressing any conflict that may arise in the group.

**Dara Sampson in Room W230** will be available as the academic resource person, providing assistance to groups during the group meeting. Dara is available to discuss any concerns in relation to the content or processes entailed in the group task. Val Clark and Dara Sampson are also available, as per consultation times (detailed above), to discuss other course related enquiries.

Details on the requirements for each group task and the criteria against which tasks will be assessed are provided in the unit outlines.

**Grading of Group Tasks**

All group assessment tasks are graded as **satisfactory or unsatisfactory**, based on the stated assessment criteria. Written feedback is also given in line with the assessment criteria for the task. All group members will obtain the same result, unless a case is made to the course coordinator to exclude one or more group members from the final result. Such cases will be reviewed by the course coordinator in consultation with the teaching staff. Groups or individuals with an unsatisfactory grade will be given an opportunity to submit additional work to a satisfactory standard in order to pass the course.

**Attendance**

This course contains compulsory components or assessment items that must be satisfactorily completed in order for a student to receive a pass mark or better for the course. These essential elements are described in the CTS and in greater detail later in this Course Outline.
In order to satisfactorily complete assessment items students are required to attend all classes. Attendance records will be kept for all classes. Feedback regarding class participation will be provided verbally by staff to students throughout the Semester and in writing as part of feedback on written assignments and group projects. If students are unable to attend a class they should contact the Course Coordinator. The Course Coordinator will consult throughout the semester with students who have a poor attendance and participation record. In most cases this will result in additional assessment requirements being established. Where it becomes apparent that a student is unable to complete (ungraded) group projects at a satisfactory level, due to their poor class attendance and participation, they will be required to undertake additional assessment task(s). Additional make-up assessment tasks will be designed to ensure students demonstrate knowledge and skills equivalent to the original task(s).

**Studentmail and Blackboard:** Refer - [www.blackboard.newcastle.edu.au](http://www.blackboard.newcastle.edu.au)

This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.

**IMPORTANT UNIVERSITY INFORMATION**

**ACADEMIC INTEGRITY**

Academic integrity, honesty, and a respect for knowledge, truth and ethical practices are fundamental to the business of the University. These principles are at the core of all academic endeavour in teaching, learning and research. Dishonest practices contravene academic values, compromise the integrity of research and devalue the quality of learning. To preserve the quality of learning for the individual and others, the University may impose severe sanctions on activities that undermine academic integrity. There are two major categories of academic dishonesty:

**Academic fraud** is a form of academic dishonesty that involves making a false representation to gain an unjust advantage. Without limiting the generality of this definition, it can include:

a) falsification of data;

b) using a substitute person to undertake, in full or part, an examination or other assessment item;

c) reusing one's own work, or part thereof, that has been submitted previously and counted towards another course (without permission);

d) making contact or colluding with another person, contrary to instructions, during an examination or other assessment item;

e) bringing material or device(s) into an examination or other assessment item other than such as may be specified for that assessment item; and

f) making use of computer software or other material and device(s) during an examination or other assessment item other than such as may be specified for that assessment item.

g) contract cheating or having another writer compete for tender to produce an essay or assignment and then submitting the work as one's own.

**Plagiarism** is the presentation of the thoughts or works of another as one's own. University policy prohibits students plagiarising any material under any circumstances. Without limiting the generality of this definition, it may include:
a) copying or paraphrasing material from any source without due acknowledgment;
b) using another person's ideas without due acknowledgment;
c) collusion or working with others without permission, and presenting the resulting work as though it were completed independently.

**Turnitin** is an electronic text matching system. During assessing any assessment item the University may -

- Reproduce this assessment item and provide a copy to another member of the University; and/or
- Communicate a copy of this assessment item to a text matching service (which may then retain a copy of the item on its database for the purpose of future checking).
- Submit the assessment item to other forms of plagiarism checking

**RE-MARKS AND MODERATIONS**

Students can access the University's policy at: [http://www.newcastle.edu.au/policylibrary/000769.html](http://www.newcastle.edu.au/policylibrary/000769.html)

**MARKS AND GRADES RELEASED DURING TERM**

All marks and grades released during term are indicative only until formally approved by the Head of School.

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**SPECIAL CIRCUMSTANCES AFFECTING ASSESSMENT ITEMS – EXTENSION OF TIME**

*Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations.*

Assessment items must be submitted by the due date in the Course Outline unless the Course Coordinator approves an extension. Unapproved late submissions will be penalised in line with the University policy.

Requests for Extensions of Time must be lodged online or at a Student Hub no later than the due date of the item. This applies to students:

- applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or
- whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment.

Students must report the circumstances, with supporting documentation, as outlined in the Special Circumstances Affecting Assessment Items Procedure at: [http://www.newcastle.edu.au/policylibrary/000641.html](http://www.newcastle.edu.au/policylibrary/000641.html)

**Note:** different procedures apply for minor and major assessment tasks.

**Students should be aware of the following important deadlines:**

- Special Consideration Requests must be lodged no later than 3 working days after the due date of submission or examination.
- Rescheduling Exam requests must be received no later than 10 working days prior the first date of the examination period.
Late applications may not be accepted. Students who cannot meet the above deadlines due to extenuating circumstances should speak firstly to their Program Officer or their Program Executive if studying in Singapore.

**STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS**

University is committed to providing a range of support services for students with a disability or chronic illness. If you have a disability or chronic illness which you feel may impact on your studies please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register contact the Disability Liaison Officer on 02 4921 5766, email at: student-disability@newcastle.edu.au. As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester. For more information on confidentiality and documentation visit the Student Support Service (Disability) website: www.newcastle.edu.au/services/disability.

**CHANGING YOUR ENROLMENT**

Students enrolled after the census dates listed in the link below are liable for the full cost of their student contribution or fees for that term.

http://www.newcastle.edu.au/study/fees/censusdates.html

Students may withdraw from a course without academic penalty on or before the last day of term. Any withdrawal from a course after the last day of term will result in a fail grade.

**Students cannot enrol in a new course after the second week of term**, except under exceptional circumstances. Any application to add a course after the second week of term must be on the appropriate form, and should be discussed with staff in the Student Hubs.

To check or change your enrolment online go to myHub: https://myhub.newcastle.edu.au

**STUDENT INFORMATION & CONTACTS**

Various services are offered by the Student Support Unit:

www.newcastle.edu.au/service/studentsupport/

**The Student Hubs** are a one-stop shop for the delivery of student related services and are the first point of contact for students studying in Australia. Student Hubs are located at:

<table>
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<tr>
<th>Callaghan Campus</th>
<th>City Precinct</th>
<th>Central Coast Campus (Ourimbah)</th>
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<tbody>
<tr>
<td>Shortland Hub: Level 3, Shortland Building</td>
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<tr>
<td>Hunter Hub: Level 2, Student Services Centre</td>
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<tr>
<td>City Hub &amp; Information Common, University House</td>
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<tr>
<td>Student Hub: Opposite the Main Cafeteria</td>
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**OTHER CONTACT INFORMATION**

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<tr>
<th>Faculty Websites</th>
<th>Dean of Students Office</th>
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<tbody>
<tr>
<td><a href="http://www.newcastle.edu.au/faculty/education-arts/">www.newcastle.edu.au/faculty/education-arts/</a></td>
<td>The Dean of Students and Deputy Dean of Students work to ensure that all students receive fair and equitable treatment at the University. In doing this they provide</td>
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</table>
This course outline will not be altered after the second week of the term except under extenuating circumstances with Head of School approval. Students will be notified in advance of the change.

**Written Assignment Presentation and Submission Details**

Students are required to submit assessment items by the due date. Late assignments will be subject to the penalties described below.

**Hard copy submission:**

- **Type your assignments:** All work must be typewritten in 11 or 12 point black font. Leave a wide margin for marker's comments, use 1.5 or double spacing, and include page numbers.
- **Word length:** The word limit of all assessment items should be strictly followed – 10% above or below is acceptable, otherwise penalties may apply.
- **Proof read your work** because spelling, grammatical and referencing mistakes will be penalised.
- **Staple the pages** of your assignment together (do not use pins or paper clips).
- **University Assessment Item Coversheet:** All assignments must be submitted with the University coversheet available at: [http://www.newcastle.edu.au/study/forms/](http://www.newcastle.edu.au/study/forms/)
- **Assignments may be submitted at any Student Hub located at:**
  - Level 3, Shortland Union, Callaghan
  - Level 2, Student Services Centre, Callaghan
  - Ground Floor, University House, City
  - Opposite Café Central, Ourimbah
Date-stamping assignments: All students must date-stamp their own assignments using the machine provided at each Student Hub. If mailing an assignment, this should be address to the relevant School. Mailed assignments are accepted from the date posted, confirmed by a Post Office date-stamp; they are also date-stamped upon receipt by Schools.

Do not fax or email assignments: Only hard copies of assignments will be considered for assessment. Inability to physically submit a hard copy of an assignment by the deadline due to other commitments or distance from campus is an unacceptable excuse.

Keep a copy of all assignments: It is the student’s responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in electronic and hard copy formats.

Online copy submission to Turnitin

In addition to hard copy submission, students are required to submit an electronic version of the graded assignments to Turnitin via the course Blackboard website available @ www.blackboard.newcastle.edu.au/

Prior to final submission, all students have the opportunity to submit one draft of their assignment to Turnitin to self-check their referencing. Assignments will not be marked until both hard copy and online versions have been submitted. Marks may be deducted for late submission of either version.

For information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link - http://www.newcastle.edu.au/policylibrary/000608.html

Penalties for Late Assignments

Assignments submitted after the due date, without an approved extension of time will be penalised by the reduction of 5% of the possible maximum mark for the assessment item for each day or part day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted more than ten days after the due date will be awarded zero marks.


Refer - ‘Rules Governing the Administration of Assessment Items - Rule 000113’ available @ http://www.newcastle.edu.au/policylibrary/000113.html (section 18)

Special Circumstances

Students wishing to apply for Special Circumstances or Extension of Time should apply online. Refer - ‘Special Circumstances Affecting Assessment Items - Procedure 000641’ available @ http://www.newcastle.edu.au/policylibrary/000641.html

There is a link from here to the online application form. See above for further details.

Assignment Re-submission

Assignments may not be reworked and resubmitted after marking / grading. Students are, however, always welcome to contact their Lecturer or Course Coordinator to arrange a consultation time to receive individual feedback on their assignments.

Re-marks & Moderations

A student may request a re-mark of an assessment item before the final result have been posted in the course to which the assessment item contributes. If a final result in the course has been posted, the student must apply under ‘Procedures for Appeal Against a Final Result’ (Refer - http://www.newcastle.edu.au/study/forms/).
Students concerned at the mark given for an assessment item should first discuss the matter with the Course Coordinator. If subsequently requesting a re-mark, students should be aware that as a result of a re-mark the original mark may be increased or reduced. The case for a re-mark should be outlined in writing and submitted to the Course Coordinator, who determines whether a re-mark should be granted, taking into consideration all of the following:

1. whether the student had discussed the matter with the Course Coordinator
2. the case put forward by the student for a re-mark
3. the weighting of the assessment item and its potential impact on the student’s final mark or grade
4. the time required to undertake the re-mark
5. the number of original markers, that is,
   a) whether there was a single marker, or
   b) if there was more than one marker whether there was agreement or disagreement on the marks awarded.

A re-mark may also be initiated at the request of the Course Coordinator, the Head of School, the School Assessment Committee, the Faculty Progress and Appeals Committee or the Pro Vice-Chancellor. Re-marks may be undertaken by:

1. the original marker; or
2. an alternate internal marker; or
3. an alternate external marker (usually as a consequence of a grievance procedure).

Moderation may be applied when there is a major discrepancy (or perceived discrepancy) between:

1. the content of the course as against the content or nature of the assessment item(s)
2. the content or nature of the assessment item(s) as against those set out in the Course Outline
3. the marks given by a particular examiner and those given by another in the same course
4. the results in a particular course and the results in other courses undertaken by the same students.

For further detail on this University policy refer - ‘Re-marks and Moderations - Procedure 000769’ available @ http://www.newcastle.edu.au/policylibrary/000769.html

Return of Assignments
Marked assignments may be returned in class. Alternatively, students may be required to collect assignments from a nominated Student Hub during office hours. Students will be informed during class which Hub to go to and the earliest date that assignments will be available for collection. Students must present their student identification card to collect their assignment.

Preferred Referencing Style
In this course, it is recommended that you use the Harvard in-text or APA referencing system for referencing sources of information used in assignments. Inadequate or incorrect reference to the work of others may be viewed as plagiarism and result in reduced marks or failure.

An in-text citation names the author of the source, gives the date of publication, and for a direct quote includes a page number, in parentheses. At the end of the paper, a list of references provides publication information about the source; the list is alphabetised by authors’ last names (or by titles for works without authors). For further information on referencing and general study skills refer - ‘Infoskills’ available @ www.newcastle.edu.au/services/library/tutorials/infoskills/index.html
**Student Representatives**  
Student Representatives are a major channel of communication between students and the School. Contact details of Student Representatives can be found on School websites.


**Student Communication**  
Students should discuss any course related matters with their Tutor, Lecturer, or Course Coordinator in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website.

**Essential Online Information for Students**  
Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps, Careers information, Counselling, the Health Service and a range of free Student Support Services is available @ [http://www.newcastle.edu.au/currentstudents/index.html](http://www.newcastle.edu.au/currentstudents/index.html)

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<thead>
<tr>
<th>Grading guide</th>
<th>Fail (FF)</th>
<th>Pass (P)</th>
<th>Credit (C)</th>
<th>Distinction (D)</th>
<th>High Distinction (HD)</th>
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<tbody>
<tr>
<td>49% or less</td>
<td>An unacceptable effort, including non-completion. The student has not understood the basic principles of the subject matter and/or has been unable express their understanding in a comprehensible way. Deficient in terms of answering the question, research, referencing and correct presentation (spelling, grammar etc). May include extensive plagiarism.</td>
<td>The work demonstrates a reasonable attempt to answer the question, shows some grasp of the basic principles of the subject matter and a basic knowledge of the required readings, is comprehensible, accurate and adequately referenced.</td>
<td>The work demonstrates a clear understanding of the question, a capacity to integrate research into the discussion, and a critical appreciation of a range of different theoretical perspectives. A deficiency in any of the above may be compensated by evidence of independent thought. The work is coherent and accurate.</td>
<td>Evidence of substantial additional reading and/or research, and evidence of the ability to generalise from the theoretical content to develop an argument in an informed and original manner. The work is well organised, clearly expressed and shows a capacity for critical analysis.</td>
<td>All of the above, plus a thorough understanding of the subject matter based on substantial additional reading and/or research. The work shows a high level of independent thought, presents informed and insightful discussion of the topic, particularly the theoretical issues involved, and demonstrates a well-developed capacity for critical analysis.</td>
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SWRK2001 SOCIAL WORK THEORY AND PRACTICE 1

LEARNING UNIT ONE - COMMUNITY WORK AND ADDICTIONS

The Age, 12th March, 2008

SWRK2001 is structured in two learning units. An outline of the second learning unit on care and protection of children, including assessment tasks and reading lists, will be provided in week 6.

Themes
Learning themes include:
- Critical thinking
- The application of theory to social work practice
- Strengths and ecosystems perspectives
- Participatory action research
- Addictions: substance use and gambling

Learning Goals
The learning goals for this unit are to:

1. Develop critical thinking skills. This includes recognising the importance of critical thinking to decision making in social work practice and to understanding situations from various theoretical perspectives and worldviews. You will be able to analyse a situation from more than one perspective, become aware of assumptions, and identify the difference between fact and fiction.

2. Understand the role of theory in social work and demonstrate a critical understanding of a strengths approach, an ecosystems perspective, and participatory practice.

3. Consider various ways of understanding community and the concept of social capital.

4. Demonstrate an understanding of community based interventions and be able to describe the process of critically applying community work strategies such as community education,
community action, community economic development, locality development, community capacity building, and social planning/policy approaches.

5. Explore ways in which a social worker understands, assesses, analyses, and intervenes in addiction issues at community and policy levels. This includes examining and challenging your own values and beliefs about addiction and communities.

6. Begin to identify ways in which to empower individuals, groups, and communities to help them gain access to resources and services and thus work towards social justice.

7. Further develop skills in team and group work through group facilitated, experience–based learning.

8. Continue developing research and networking skills, particularly those pertaining to the participatory approaches of community work.

**Unit Structure**

This learning unit runs for five and a half weeks. During this time you will work through a range of class exercises aimed at developing skills in critical thinking, understanding of community work theories, and practice skills in planning and implementing a community work project. The context used for the learning unit is addiction which includes substance use, gambling and other problematic behaviour patterns.

**Students are expected to attend all classes**, to research, prepare material outside of class time, and to participate in group tasks and class discussion in order to attain a satisfactory result for the unit.

The critical thinking skills acquired through the unit will continue to be developed in future learning units and will become part of the assessment criteria in all work submitted in the remainder of the degree. Please remember that the individual and group tasks aim to focus your reading and learning. Please make use of class time and staff consultation to ask questions about any areas you find difficult or confusing.

**Reading Program**

Readings relevant to the weekly topics will be placed in folders in course documents on blackboard. In addition to these readings students will be required to undertake independent research for the group and individual tasks, using resources on blackboard, and from the library.

**Theory Portfolio**

Theories and models are tools used by social workers in their practice. Theories are the basis of social work’s efforts to describe, explain, predict, and to bring about change. Theory is a significant factor in what distinguishes a professional approach to helping from a lay approach.

Social work has drawn on a wide range of theories and models from many sources to inform its practice. Because it is difficult, when starting out, to learn the different theories and models and see how they may be used to inform a wide range of situations encountered in Social Work practice, we are asking you to develop a Theory Portfolio over the whole period of your study in the Social Work program. During each Semester you should continue to add to your Theory Portfolio. The Theory Portfolio is an important resource for your field placements and will assist you to meet the field education assessment goal of linking theory and practice. At the conclusion of your studies you will hopefully have a valuable reference that will aid you in the early years of your professional career.

The Theory Portfolio is not a compulsory or graded task for this course and will not be assessed. It may however be set as an assessed assignment in other courses in the BSW. You are therefore strongly advised to add to your portfolio in this learning unit in relation to the following theoretical ideas:

- ecosystems theory
- theories of social and community development
- theories of group dynamics and group work practice models
- empowerment and advocacy theories
- strengths perspective

In the Portfolio you should clearly label each theory or model, and note the:
1. Background to the theory - where it originated, how it was developed over time, main authors, etc.
2. A list of articles and books that you have reviewed (at least 3 items per theory)
3. A clear outline of the theory, in words that you all understand, and its application to social work practice;
4. A critique of the theory - its strengths and limitations;
5. The values and assumptions underlying the theory; and
6. Your thoughts and reflections on the theory and its possible application to social work practice.

Critical knowledge of theories is used as a basis for your assessment tasks throughout the program and your Portfolio can be a tool to assist this. We are not expecting copious amounts of undigested copied material in your Portfolio, but rather an indication of your own understanding of and critical analysis of the theories from your own reading. We would prefer you to include questions still unanswered for you about the theories, as well as your own thoughts and reflections on your reading of the theories. Staff are available to discuss your Portfolio or any difficulties you may have in understanding the theories.

**Assessment Summary**

<table>
<thead>
<tr>
<th>Learning unit 1: Community Work and Addictions</th>
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<tr>
<td><strong>Task</strong></td>
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<tr>
<td>Group Task – Community Meeting</td>
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<tr>
<td>Due Date: 31 March &amp; 1 April 2010</td>
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<tr>
<td>Length/Duration: 50 minutes</td>
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<td>Grading: Satisfactory/Unsatisfactory</td>
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<tr>
<td>Individual Task 1 – Critical Analysis</td>
</tr>
<tr>
<td>Due Date: 5pm Friday 9th April, 2010</td>
</tr>
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<td>Length/Duration: 1,000 words – 12-14 point font, double spaced</td>
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<td>Grading: 20% graded assessment for SWRK2001</td>
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<tr>
<td>Individual Task 2 – Review of Group Experience</td>
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<td>Due Date: 5pm Friday 30th April, 2010</td>
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<tr>
<td>Length/Duration: 1,500 words – 12–14 point font, double spaced</td>
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<tr>
<td>Grading: 30% graded for assessment for SWRK 2001</td>
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ASSESSMENT TASKS

1. Group Task - Community Meeting

Imagine your small group is a local strategy and drug action group. Patterson (2004, p.186)\(^1\) states that such groups typically:

   target a broad range of alcohol or drug related issues. They generally relate to specific localities, such as a suburb, local government area or town. A broad range of stakeholders is likely to be involved. (p. 186)

Group members may be people living with an addiction, concerned community residents, business people, health employees, local government workers, and non-government service providers. The group has decided to explore a specific issue of substance abuse and/or gambling and to research some possible strategies for creating a safer and healthier community.

The group will meet 4 times on Thursday afternoons between 1.00pm and 3.00pm to plan a community meeting that will raise the community’s awareness of the particular issue and engage the community in considering possible strategies to further address the issue. **This community meeting will take place on either 31 March 2010 or 1 April 2010.**

As your classmates will role play members of the community who have come along to the meeting, you will need to assist them to get into role by orienting them to the particular locality (e.g. geographic characteristics and boundaries of the locality, population and demography, resources and services available in the community, history, special cultural features, recent developments impacting on the community, etc). You should demonstrate some knowledge about the prevalence of your particular substance abuse / addiction issue in this locality. In essence you are painting a picture for your classmates of what it is like for them to live in this community and why they might be concerned about this issue.

The substance abuse / addiction issue you choose as your focus should be related to the information you collect about the locality. For example, you may be more inclined to address the issue of petrol sniffing in a community where this has already been identified as an issue of concern. You would not be so likely to call a community meeting about petrol sniffing in an urban locality where the demographic profile is predominantly ageing, white, low / middle class – in such a community you may be more likely to address, for example, a concern about poker machines and/or alcoholism. Your meeting can address issues of concern in regard to legal and/or illegal substance abuse and/or gambling. You may also be addressing related concerns for the community, e.g. prostitution, methadone clinic, needle exchange, noise pollution, etc.

In planning and facilitating your community meeting you need to consider various approaches to community work including:

- Social planning/ policy
- Community capacity building
- Community (social) action
- Locality development

The weekly meetings of your group will be formal, with the members sharing the roles of facilitation and minute taking (including attendance, apologies, and action decisions). Minutes from each meeting should be posted onto your group’s BB site by the Monday after each meeting. These minutes will be a record of student participation in this exercise and will be reviewed by the Course Coordinator.

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The aim of your community meeting will be to present the results of your group’s research in an engaging, creative, and interactive manner. You will need to:

- Provide an orientation to your community
- Present a rationale for your concern about the particular issue
- Present the results of your research about this issue and its impacts at a number of levels (e.g. individual, family, community, state, national, and/or international)
- Facilitate a discussion seeking participant’s interest in, and views on the issue
- Explore with meeting participants possible ways forward to address the issue

All students are required to attend both the class time in which their group presents and the class time in which other groups present. When you are participating as an audience member for other groups you should take notes about these presentations. These notes will assist you to participate in the final group task evaluation and de-brief exercise to be conducted during class on the 14th April 2010. This final class exercise will be valuable for you in completing Individual Assessment Task 2.

**Due Date**

The community meetings will take place in class time on **Wednesday 30 March** and **Thursday 1 April 2010**. Each meeting will take a maximum of 50 minutes.

**Criteria for Assessment**

You will be expected to demonstrate:

- An understanding of community work and a clear understanding of your approach to this community work project
- Critical thinking skills with a capacity to locate and critique relevant/current information in relation to your chosen issue and locality
- A recognition of diversity particularly in relation to the diversity of opinions held in a community about addictions
- Skills in facilitation and an ability to explore an issue in a community context using inclusive, participatory processes
- An ability to elicit possible strategies for creating a safer and healthier community with community members
- Participation – each member of the group has contributed to the task.
- Preparation and organisation – develop clear structures and allocate roles and responsibilities within the given time frame.
- A full and accurate record of all group meetings to be posted on the group’s blackboard site.

**Grading**

Satisfactory/ Unsatisfactory

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2. - Individual Task 1 -- Critical Analysis

You are required to review your recent experience of work with the local strategy and drug action group. Task 1 will focus on the social construction of substance use and involve a critical analysis of different forms of literature.

**Social Construction of Substance Use (1,000 words)**

To follow on from your work with the local strategy and drug action group concerning a specific addiction issue you are to collect five (5) examples of Australian writing about the particular issue your group addressed. - one item from each of the following categories:

- A newspaper article, editorial or Letter to the Editor
Your written review will incorporate an analysis of the different forms of writing in terms of the apparent values and ideologies of the publication or source and the intended audience. You should consider how useful each item is in extending your understanding of the social construction of substance use. You also should consider what is the evidence cited to support the opinions expressed in each item.

You should include a copy of each item (first page will suffice if it includes all source details), or a recording (e.g. DVD or recorded transcript), or a summary of each item as an appendix. It is important that your review is not simply a summary of the items. You are being assessed on your capacity to critically analyse these items. Attaching them as an appendix will allow the reader to refer to them as they wish.

Criteria for Assessment

- 5 items within the specified categories which demonstrate a capacity to select material of significant relevance to the topic
- Demonstrated capacity for analytical thinking
- Demonstrated evidence of thinking around “social construction”
- Demonstrated capacity to structure and present your review including appropriate referencing

3. Individual Task 2 – Review of Group Experience

Experience with the local strategy and drug action group (1,500 words)

In this assessment piece you are required to reflect on the following components of your experience as a participant in the drug strategy and action group.

Group Experience
- What was your experience of your group’s process as you worked to develop a strategy to address substance use issues? Your observations of group interactions during the group’s meeting times and your reflections are to draw on your knowledge of group dynamics and group process. NB You are expected to comment on the real experience of your student group.

Professional Role/Skills
- What was your role in the group and what skills did you employ in the group?

Personal Values
- What were the challenges to your personal values?

Effectiveness of the group in relation to your learning about social work in the field of addictions
- In what ways has this group experience impacted on your learning? You could comment here about learning in relation to the particular issue of substance use, the application of ecological systems theory and community work theory/models in practice and what you learned about how to work effectively within groups.

Length: 1,500 words

Due Date: 5pm Friday 30th April 2010
Criteria for assessment

- Demonstrated capacity to describe and analyse group process
- Demonstrated capacity for critical self reflection
- Demonstrated understanding of groupwork theory with reference to literature
- Demonstrated capacity to articulate own learning in relation to theory and practice issues
- Demonstrated capacity to structure and present your review including appropriate referencing